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ABSTRACT

This document includes a final report, manual, and booklets from a project conducted to develop an instructional video program and related print materials, combined with literacy training, peer sharing, and reading practice opportunities targeted to families of young children in which at least one member is deaf. In the video program, vignettes were matched with literacy strategies needed by parents of deaf children. Analysis of data using Wilcoxon and T-test statistics found that there were significant increases in positive attitudes toward literacy and positive modeling by deaf role models. There was a variability that indicated that environmental factors may affect the development of literacy. The children were so young and at such an early growth stage that true gains are difficult to assess. Four companion booklets that supplement the tape are provided: a training manual and tips for parents working with infants, toddlers, and preschool children. The manual contains tips for viewing the tape and the rationale for the program, as well as a list of the following resources: parent magazines, children's magazines, general books for children, books for deaf and hard-of-hearing children, books in signed English, African American and Native American children's books, and support organizations. Contains 11 references. (KC)

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ED 376 353

SHARING LITERACY MODELS:

DEAF ADULTS, DEAF CHILDREN, AND THEIR FAMILIES

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SHARING LITERACY MODELS: DEAF ADULTS, DEAF CHILDREN, AND THEIR FAMILIES.

Project No: 98-4048 (Section 353-Priority #B-3)
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Purpose: The purpose of Sharing Literary Models was to develop an instructional video program and related print materials combined with literary training, peer sharing, and reading practice opportunities targeted to families of young children in which at least one member is deaf.

Summary of Findings: The videoprogram was produced and vignettes were matched with particular literacy strategies needed by parents of deaf children. Analysis of data using Wilcoxon and T-test statistics found that there were significant increases in positive attitudes toward literacy and positive modeling by deaf role models. There was a variability which indicated that environmental variables may effect the development of literacy. Finally, the children were so young and at such an early growth stage that true gains are difficult to assess.

Comments (Conclusions, Findings, Barriers, if any):
Deaf parents of hearing children were eliminated as a target group. This occurred because the needs and literacy strategies for this group were too different to be able to incorporate them into the videoprogram, reading sessions, and workshops.

Products: A captioned 22 minute video tape, "It's Never Too Early: How you can increase literacy in your deaf child", was made showing techniques for teaching literacy used by deaf parents of deaf children and hearing parents of deaf children. Four companion booklets which supplement the tape were made. They are: Training Manual, Infant, Toddler, and Preschool.

SHARED LITERACY

INTRODUCTION

Purpose • The purpose of this project was to develop an instruction videoprogram and related print material combined with literacy training, peer sharing, and reading practice opportunties targeted to families of young children in which at least one member was deaf. The families targeted were of two types - hearing parents of deaf children, deaf parents of deaf children.

Rationale • Parents of deaf children need to learn new skills for reading to their children, focusing on sequential visual input rather than simultaneous use of vision and hearing. Unlike the child who hears, the deaf child must either look at the book or look at the parent as the parent signs or speaks about the book. The child can not do both. The hearing parent must therefore change his/her ingrained interaction patterns if the deaf child is to derive meaning from books. Mounting research evidence, however, suggests that most hearing parents of deaf children are unaware of this need. Most parents also do not use positive facial expressions when communicating with their deaf children (Swisher, 1992, Erting et al, 1990). However, deaf parents of deaf children are especially adept at visual communication and its corollary of attaching meaning to language (Erting et al, 1990). In spite of their ability, deaf people (including deaf parents of deaf children) are less skilled with English literacy than their hearing counterparts (Trybus and Karchmer, 1977; Allen, 1986). As a result, deaf parents of deaf children need to learn specific skills for assisting their children in developing literacy.

Time Frame • This project was done in five phases. Phase 1, identifying target families and deaf adult role models, began July 1, 1994. Phase 2, Produce videoprogram and print materials, began August 1, 1994. Prhase 3, conducting reading practice sessions with deaf adults/deaf children, began September 30, 1994. Phase 4, conduct workshops, began March 1, 1994.

Phase 5, evaluation of results, was completed June 30, 1994. The project required one year to complete.

Personnel • Project staff included a coordinator of deaf adult role models reading to deaf children, a consultant for providing workshops on literacy for parents , a video production consultant and producer, and the project director who supervised the project and analyzed and interpreted the results of the evaluation. There were three staff members from the Parent Infant Program and Preschool Program at the Western Pennsylvania School for the Deaf who worked with parents on literacy techniques as part of their regular work load. These individuals were not funded through this project grant but did contribute significantly to workshop demonstrations and reading sessions.

Target Audience • The videotape and the literacy materials developed during this project should be useful to several distinct groups. The primary target group is deaf and hearing parents who have deaf children in the birth to five age range. This group would particularly benefit from use of the materials. This research, its results, and products developed are also useful to entities providing early intervention services and preschool education for disabled children with hearing loss. Finally, the results of this project should prove useful for teacher training programs that prepare teachers to work with preschool disabled children and training programs designed specifically for training teachers of deaf learners.

Dissemination • The report is disseminated through the following:

Bureau of Adult Basic and Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126-0333

AdvancE

Pennsylvania Department of Education
Resource Center
333 Market Street
Harrisburg, Pennsylvania 17126

Western Pennsylvania Literacy Resource Center
5347 William Flynn Highway,
Gibsonia, Pennsylvania 15044

DESCRIPTION OF PROJECT

Problem • Parents of deaf children have a common problem. Usually their deaf children are deficient in English literacy even after schooling (Trybus and Karchmer, 1977; Allen, 1986) and often do not know how to adapt their interactions with the child or with print media so that their child can effectively develop literacy in English (Swisher, 1992; Erting et al, 1990). The problem then is composed of two elements. The first element is that the deaf child has difficulty developing English literacy. The second element is that the deaf child's parents, both hearing and deaf, are unfamiliar with appropriate techniques adapted to the needs of deaf children or are unfamiliar with appropriate techniques for developing English literacy.

This deficiency in English literacy is exacerbated because there are no readily available literacy role models for deaf children. There is an abscence of literacy role models for these children. First, there are few opportunities for interactions with peers who encourage literacy, and secondly videotaped models which can be used both for instruction and reinforcement are almost non-existent Very little is available to help parents of deaf children provide their families with positive literacy incentives.

Goals and Objectives • The goal of this project was to develop positive parental input in the reading process. Four distinct activities were implemented to achieve the goal. The activites were: 1) training of parents in effective attentional and reading strategies which can be used to enhance the acquisition of literacy by deaf children; 2) producing a videotape demonstrating best

practices in developing literacy through parent-deaf child interaction; 3) producing a set of print materials to be used with the videotape; and 4) providing postive literacy role models.'

The goals for this project were implemented by accomplishing five objectives. The objectives were :

1. to identify deaf and hearing adults who can be effective literacy role-models for parents;
2. to produce a videoprogram in which these role models demonstrate effective literacy strategies with deaf children;
3. to develop related literacy materials (clear and readable);
4. to provide deaf parents/adult-literacy students with systematic opportunities to read to deaf children - - to practice their own reading skills while modeling positive reading attitudes for the children;
5. to offer workshops in which the target families can learn from the videoprogram and can share literacy strategies with their peers.

Procedures • The project staff implemented this proposal by incorporating it as a special curriculum design and exploration component of the Center On Deafness (COD). This enabled use of the Center staff expertise and target populations (hearing parents and deaf parents of deaf children) served by both the Parent Infant Program at the Western Pennsylvania School for the Deaf (WPSD) and the Adult Literacy program of the Center.

Four procedures in the project were sequential and one was concurrent . The first procedure was identifying target families. Target families were identified with the assistance of the COD staff and through contacts with key organizations which included the Pittsburgh Association of the Deaf, the WPSD Alumni Association, the DePaul Institute for the Deaf Alumni Association, and the Catholic Office for the Deaf.These entities helped to locate deaf adults who could participate as role models or who could benefit from the workshops and materials. Parents in the WPSD Parent

Infant Program and Preschool Program were also contacted as both workshop participants and as role models for the videoprogram

The identification process resulted in three parent-child pairs who were deaf parents of deaf children and six pairs who were hearing parents of deaf children. Each of the parents identified interacted and read with their own deaf child, attended workshops, and served as models on the videoprogram.

The second procedure was to design and produce a videoprogram which demonstrated effective literacy strategies with young deaf children 2-5 years of age. This was accomplished collaboratively by the Project Director, Project Consultant from the University of Pittsburgh, Dr. Virginia Swisher, videoproducer, Lucy Jones, Literacy Instructor, Yvonne Davila, who is a daughter of deaf parents and the Parent-Infant Coordinator (an in kind donation of service not charged to the grant), Gloria Hartnett, and the role models on tape, deaf and hearing
parents and their deaf children. Taping of parent-child demonstrations of strategies for literacy were done in both the families' homes and at WPSD, wherever they were most comfortable. The tape was produced with feedback from deaf and hearing viewers who critiqued the intelligibility of the videoprogram for non professional populations and for deaf people.

The third procedure was conducting two five hour Family Literacy Workshops for deaf parents of deaf children, hearing parents of deaf children, and the extended families of both (siblings and grandparents). For these workshops the completed videotape was presented along with live demonstrations and discussions of reading strategies the parents used with their children.

The fourth procedure which occured concurrently with development of the videoprogram was having deaf adults read to and with deaf children. This exposed the children to positive role models and provided reading practice and positive feelings of accomplishment to the deaf adult readers. Eight children 2-8 years of age were included in this procedure. The children were paired with one deaf adult for 20 reading sessions of one-half hour each. The sessions occurred once a week for consecutive 20 week periods.

The fifth and final procedure was the development of materials which focused on the same themes as the videoprogram. Four booklets were developed which assist consumers in continuing their use of the strategies presented in the videoprogram and workshops. The materials were developed by the Project Director and the Director of the Center on Deafness (another in kind donation of service not charged to the grant).The materials included a manual to be used with the videotape, and booklets for three age groups of deaf children -- Infant, Toddler, and Preschool.

Objectives • There were five objectives of the project. All were accomplished. However, some of the objectives were modified due to the unexpected incompatibility between target populations. The grantor was contacted about changes in objectives and they were approved prior to their being changed. The following discussion of objectives describes what they were, whether they were met(positive results) and how or not met (negative results) and why. Discussion of the objectives follows.

1. **To identify deaf adults and hearing adults** who can be effective **literacy role-models** for parents. This objective was met. As described in the procedures section, paragraphs two and three, deaf adults and deaf and hearing parents of deaf children were identified to serve and literacy role-models through contacts with deaf organizations, Parent-Infant Program contacts, and alumni organizations for WPSD and DePaul Institute for the Deaf. The role-models functioned in two capacities. One was as readers to the deaf children and the other was as models in the videoprogram. A key to the success in identification was that sources were used in which deaf people were prime leaders.

2. **To produce a videoprogram** in which these role models demonstrate effective literacy strategies with children. This objective was met. A 22 minute videoprogram was developed showing 'best practices' for developing English literacy in deaf children. The videoprogram was developed so that it could be understood and used by deaf people, hard of hearing people, hearing people, and deaf and hearing parents of deaf children. The videoprogram is open captioned so that deaf and hard of hearing

users can not only watch the action in the parent-child vignettes, but also know what the voice-over narrator in the background is saying. The video demonstrates rather than narrates literacy techniques. This provides the viewer with actual interactions between parents and their deaf children that show rather than just describe literacy techniques

The strategies demonstrated in the videoprogram include the following:

a. increasing visual and sequential "turn taking" when reading books and communicating with a deaf child;
b. modelling positive reading behaviors and attitudes for the child;
c. enhancing parental facial expression -- to reward child for visual attending;
d. following the child's lead -- in selection of language learning events, literacy materials, books, and even in the pages of the books to emphasize;
e. using daily activities and "talking" about them to stimulate language -- using speech, sign, pictures, print, photographs, demonstration, and dramatization;
f. demonstrating the practical value of reading activities in everyday experiences (e.g. cereal boxes, shopping lists, notes, letters from Grandma)
g. demonstrating inexpensive ways to surround child with things to read -- and to enjoy reading;
h. demonstrating that reading is fun.

3. to develop related **literacy materials** (clear and readable) - This goal was met. The Project Director and the Director of the Center On Deafness developed four booklets that are designed to enhance the videoprogram and provide guidance to parents for followup after viewing the videoprogram and attending the literacy workshops. Each booklet is focused on a particular aspect or developmental level. One booklet, The Manual, is designed to help parents focus on what was viewed in the videoprogram. The manual also provides suggestions for additional materials to be used with children in the Birth-5 age range from a multicultural

perspective. The other three booklets are designed around developmental levels. The booklets in order are: Infant, Toddler, and Preschool. Review by consumers has shown the booklets to be clear, practical, and easily read (free of technical jargon and useful in everyday living). [Final copies will be forwarded after the booklets are returned from the Print Shop]

4. To provide deaf parents/adult-literacy student with systematic opportunities to read to deaf children -- **to practice their own reading skills while modeling positive reading attitudes for the children** -This objective was met. Deaf adults were identified from the Parent-Infant Program (deaf parents of deaf children) and from the Adult-Literacy program at the Center On Deafness. The adults were paired with a deaf child for consecutive 20 week, once a week, half-hour reading sessions. During these sessions the children were read to inferentially communicating that reading is a positive acitivity. More directly the deaf adults expressed that reading was positive and that they enjoyed reading. Because this was also an opportunity to socialize between deaf adults and deaf children reading became associated with pleasurable activities. The benefit of this to the adults and children is analyzed in detail in the evaluation section of this report. Generally it can be said that the sessions had a positive effective on literacy for both groups of participants.

5. To offer **workshops** in which target families can learn from the videoprogram and can **share literacy strategies** with their peers. This objective was met. Two five hour workshops were offered in the spring of 1994 for families who particpated in this project. The workshops were composed of three parts. The first part was a dydactic presentation on principles overlaying child literacy and techniques for acquiring literacy. The second part was to view the videoprogram and discuss reactions to it, its applicability and utility for daily family life, strengths and weaknesses of its content or format of presenting content. The third part of the workshop was devoted to live demonstrations of appropriate strategies for developing literacy and inappropriate

strategies. The workshops concluded with the parents practicing appropriate strategies with peer feedback and staff feedback.

6. To target deaf parents of hearing children and the special problems and strategies necessary to meet their needs - This is not a separate objective in the original application. Rather it was part of objectives 1 - 6 presented herein. As the videoprogram was being developed it was clear that the two populations, parents of deaf children ånd deaf parents of hearing children, were too unalike in their needs, and that a videoprogram, workshops, and literacy materials that tried to address both in one program would be confusing and of limited use to parents. This was communicated to the grantor who concurred with the analysis. As a result deaf parents of hearing children and their literacy needs were not made part of the videoprogram, workshops, or literacy materials that were developed in this grant. There clearly needs to be a study done in this area but it needs to be the sole focus of the study.

Evaluation, Instruments, and Results • The Project Director collected and analyzed: 1) observation/interaction data from videotaped segments; 2) observation/interaction and staff report/checklist data from the "Shared Reading Practice" sessions; and 3) questionnaire/interview data from participating parents and staff.

The first group of data, observation/interaction data from videotaped segments, was used to develop the videoprogram. Segments were selected based on an analysis of whether they clearly showed the literacy strategies desired (those listed in the procedures section of this document). If the parent-child interaction exhibited the desired behavior with positive affect and positive attending behavior then the segment was judged to be an appropriate example and useful in the videoprogram. If the behavior was judged to be incomplete or demostrated but in a coerced or negative manner then the segment was not used in the videoprogram.

Analysis of the observation/interaction and staff report/checklist data of the Shared Reading sessions revealed some significant effects. Wilcoxon and T-test were used as test

statistics. Measurement occurred three times throughout the grant period. The time blocks were each three months apart (end of November, end of February, end of May). Evaluation was done by classroom teachers, dormitory counselors and the school librarian. Based on analysis the following was found:

1. Among the 7 dyads evaluated at least twice, between the first and second evaluations, all 7 adults showed improvements, ranging from .05 (1%) to .9 (25%), with a mean increase of 10%, and with the increases of 4 adults significant by both tests (Wilcoxon and T-test).
2. Ratings of 5 of the children increased, with the range from -.7 (-15%) to +1.15 (35%), averaging an improvement of 9%.
3. Individual dyads (pairs composed of a child and an adult) showed less improvement, as the mean ratings of only 4 showed improvements. The range for the dyads was from -.45 (11%) to 1.75 (58%), but this represented the greatest collective average improvement of 14%.
4. Ratings of children by dormitory counselors show consistent improvements, averaging 51.75% from the first to the third evaluations and 49% from the first to the second evaluation.
5. Ratings of children by classroom teachers showed only moderate overall improvement of 6.6% between the first to the third evaluation and of 5.7% from the second to the third ratings.

These data present a generally positive picture of the effect of reading sessions on child reading attitudes and habits and on effectiveness of deaf adult role models for deaf children. However, the variability among children and the differences among raters suggest that other variables had an effect but were not controlled for. The difference between dormitory counselors and the other raters are significant enough to suggest that the dormitory environment may call forth different behaviors than does the classroom or clinical reading environment of the COD. The difference in ratings by the librarian and classroom teachers as compared to the dormitory counselors also suggests that there are

different expectations or different subjective criteria being employed (criteria other than that on the rating scale) which effected ratings but were not controlled for. A final factor affecting the results was that these deaf children are so young that their behavior is relatively unstable. They are at such an early growth stage in literacy that true gains are difficult to assess.

The third analysis done was of questionnaire/interview data from participating parents and staff about the Family Literacy Workshops offered as part of this grant. A questionnaire composed of leikert type scale and open ended questions was used to survey workshop participants (see appendix for a copy of the survey and results).

Analysis of the data obtained with the survey showed that participants felt that all the workshop content was beneficial (3 or higher on the 1-5 rating scale). Ratings of the literacy strategies presented in the videoprogram were high. Each strategy and its portrayal was rated as 5 (most useful) by at least 11 of 13 participants. So from a consumers standpoint the workshop and videoprogram were judged useful.

Respondents to the survey were also asked what other topics they would like to see presented in workshop, brochure or video format. A majority of respondents (11 of 13) preferred workshop or video formats to printed brochures. Seven other topics were identified by the parents as important to them. The topics desired for future workshops and videoprograms were: 1) behavior management, 2) emotional development, 3) social development, 4) independent living, 5) educational issues, 6) communication skills, 7) literacy for an older child.

Surveys of parents and staff appear to validate the content of the videoprogram and literacy workshops. The surveys also show that parents are in need of additional workshops about non literacy areas like social development and independent living; and that they prefer workshops and videoprogram formats to printed material.

Conclusions and Recommendations • The concept of shared literacy between parents and their deaf children appears to be a valuable tool for increasing positive attitudes of deaf children

toward literacy and developing literacy strategies in the children. Videoprograms are a desired format for dispensing knowledge and skills to parents because they find it use in their everday interactions with their deaf children. The use of deaf adults as positive role models of literacy also appears to be a valuable component in any effort to promote literacy in deaf children.

There appears to be an interactional effect between the techniques used and the context (environment) in which they are presented. Theeffect of setting was not controlled for in this study, but would be an area meriting further research. A second area of further research is whether early gains are maintained and whether continued growth occurs.

Dissemination • The videoprogram and related materials are available and will be distributed through AdvancE for interested users to borrow and to copy. Information will be disseminated presentations (including one at PAACE) and articles in professional literacy and special education journals.

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APPENDIX

SHARING LITERACY MODELS
Center on Deafness: WPSD

EVALUATION OF THE FAMILY LITERACY WORKSHOP

Note: Number of responses in bold type
(Total number of responses = **13**)

1. What was the <u>most</u> helpful about today's workshop?

Teaching me to watch my child play and sign with him as he plays and point out what he likes (turn taking).

It showed us how to get the child's attention without forcing him.

Showed how to better explain myself and the things around my son to him.

Learning how to interact with the child -- expression is very important.

Facial expression -- get attention, look at each other.

Use looks -- each face fun.

Presentation was very clear on the importance of reading with your child.

The suggested material available and how to use them to teach the alphabet.

The activity and ideas on how to get child involved in reading.

Activity.

It was all helpful.

The whole workshop! Especially seeing the deaf adults "telling" stories.

Everything!

2. How useful to you are the following communication and reading tips? (please check from 1 to 5: 1 = not at all ------> 5 = most useful.)

	1	2	3	4	5	NR*
Taking turns in conversation	0	0	0	2	11	0
Following child's lead	0	0	0	2	11	0
Waiting						
for child's attention	0	0	0	1	12	0
for child's response	0	0	0	1	12	0
Keeping eye contact	0	0	1	0	12	0
Speaking and signing where child can see	0	0	1	0	12	0
Having an animated facial expression	0	0	1	0	12	0
Expanding child's language	0	0	0	0	13	0
Offering choices	0	0	0	0	12	1
Selecting appropriate books and material	0	0	0	1	9	3
Other:	0	0	0	0	0	13

*NR = No Reply

3. Please give an example about how at least one of these ideas has worked for you and your child.

Putting objects in a jug -- my, his turn.

Taking turns is very useful and helpful. It makes children aware of others and their needs and feelings, as well as their own.

Also, facial expressions tell alot of how you feel.

With an animated face, my son stays attentive longer.

Getting attention by looking at each other's face.

Do not give up -- look at each other.

Having eye contact with my son, because with him being visual he is doing more.

When you show the child you are interests in what they're doing, they may cooperate easier with you.

My son's language has expanded by picking up on items, subjects that interest him.

Signing close to the child's body has worked well.

Reading a story to my daughter using total communication.

4. What other topics would you like to see presented in a workshop, brochure, and/or video program? For example:

	workshop	brochure	video	NR
Behavior management	6	3	6	3
Emotional development	6	2	7	4
Social development	8	3	6	2
Independent living	6	4	4	4
Educational issues	8	6	4	2
Communication skills	9	2	5	3
Literacy for an older child	7	4	6	3
Other:	0	0	0	12

For infants to toddlers we need beginners' signing classes.

5. What is the single most important idea discussed at this workshop that you think you will use at home?

Trying to follow [my son's] lead and not forcing him to do something else.

Trying not to force him to keep his attention towards me.

Turn taking, waiting for child's response, and using facial expressions when communication.

How to read with my child and communicate better.

How to keep child involved in reading, and the magnetic letters on the refrigerator to learn the alphabet.

Telling stories to kids with sign language and facial expression.

Using sign language reading books with other people.

Reading.

Reading (conversationally) with my child.

How to "read" to my child.

6. Other comments, and suggestions about how this workshop could be improved.

Was very pleased. I am trying to learn more and more every chance I get, to better [my son].

Maybe do more activities. Maybe involve child and parent into workshop together.

I feel that the workshop needed more activities because it seemed the people were more interested doing things than listening most of the time. Besides that, the workshop was very nice and educational.

Note added:

Thank you for asking me !!

CENTER ON DEAFNESS
AT THE WESTERN PENNSYLVANIA SCHOOL FOR THE DEAF

It's Never Too Early

How You Can Increase Literacy Skills with Your Deaf Child

Manual

It's Never Too Early:

How You Can Increase Literacy Skills with Your Deaf Child

Written and Edited by:

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OVERVIEW:

It's Never Too Early is designed to provide parents and other interested individuals with a series of ideas that show a hands-on approach to increasing literacy in deaf or hard of hearing children. The videotape shows both deaf and hearing parents in real life, daily living situations that can be used to foster communication, language, and literacy skills in the child.

There are several important ideas that should be kept in mind while watching the videotape, reading this manual, and using the booklets which suggest ways to enhance reading skills during various stages- infancy, toddler, preschool, and early elementary years.

- **Parents influence literacy.**
  The parent is the single most important person in helping the deaf child acquire literacy. Parents are the most important role models.

- **Teachers build on parents' foundations.**
  Teachers build on the important foundation that parents have laid in preliteracy and early literacy stages.

- **Teaching techniques or strategies become natural with use.**
  At first you will feel like you are using a technique rather than being your natural self. After using the "techniques", you will find that they become a natural part of your parent-child interaction.

- **Skills require practice.**
  Helping your child in a meaningful way is a skill. Like all skills, it requires practice. Knowing what to do does not mean that you will do it. Practice often and then you will be ready to help your child improve his/ her reading skills.

- **Literacy is interesting and fun.**
  Literacy makes your child's life more interesting and fun. Help your child develop a positive feeling about reading.

VIEWING THE TAPE:

The scenes in the tapes are of parents (deaf and hearing) interacting with their deaf children. The parents sign and use speech depending on their preference. Below the video picture are captions of what everyone on tape is saying. The captions are below the person who is speaking. For example, if the mother is on the left side of the screen the caption will be on the left side of the screen below the mother. If the child is on the left side of the screen the caption will be on the left side below the child. Sometimes the people on the screen are not talking but a caption appears when there is a narrator. This caption is in a different size print, and it is easy to see that it is the narrator.

Child's caption is under the child.

Narrator's caption is centered.

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CENTRAL IDEAS:

❑ **Create an environment where reading is fun and communication is part of your daily life.**

- Have childrens' magazines on the table so kids can pick them up and read. Examples of children's magazines are: *Humpty Dumpty's Magazine, Children's Playmate, Sesame Street Magazine, Faces, World, Ranger Rick, Ladybug.* Encourage use of magazines with phrases like, "Do you want to read *Sesame Street*?

- Include children in daily living activities like cooking, cleaning, folding clothes, feeding pets, and shopping. Talk about what is happening while it is happening - "We need milk; - Let's get some milk" - "Go ask Mommy to come here".

❑ **Take advantage of your child's interest and follow the child's lead.**

- You can ask yourself, " What is my child looking at now? What is he or she doing?" These questions will help focus your attention on the child and follow his/her lead. An example of a parent following her child's lead follows:

  Samantha: ***That's my mouth***
  Donna (mother): ***What about ears?***

- You can also follow the child's lead by asking yourself "What is the child saying?" and then expand what the child said. The following example shows how the parent followed the child's lead, and expanded on what the child said.

Jeremy: ***....go home. Big van, bus.***
Ronna (mother): ***Yeah he really wants to go home, yeah.***

❑ **Keep eye contact and wait for the child to pay attention to you.** This is hard, but waiting can get good results. The following example shows how a father used eye contact and waited for the child to pay attention to produce good dialogue.

Christopher: ***More***
Rob (father): ***This?***
Christopher: ***Um umm.***
Rob: ***Who's that? Is that the doggie? Is he going swimming? Is the doggie going swimming?***

❑ **Make sure your child can see what you say and sign.** Some clever techniques are:

- Sign on your child's body if your child can't see you.

- Keep your signs in front of the child's eyes and near that which you are signing. For example, if you are talking about a yellow bird you could make the sign for yellow near the picture of the bird so your child could see that the sign is like the color yellow.

❑ **Communication must be both from the child to you and from you to your child...."communication is a two way street".** Take turns in communicating . Some ideas for taking turns are:

- Use flash cards.

- Play games like "Mother May I" or "Red Light, Green Light" or other favorite family games.

❑ **As your child communicates, expand his or her language by adding new words, phrases and new ideas.** The following is an example of a mother expanding what her daughter says. You can see where the mother has added words, phrases and ideas.

Rebecca: ***Blue***
Judy (mother): ***Blue***
Rebecca: ***Daddy's truck.***
Judy: ***Daddy has a blue truck, yes, yes.***

❑ **Stimulate your child's thinking by offering choices.** The following example shows a mother giving her child choices which he doesn't seem to want. However, when the choices are there he changes his mind, he is stimulated by the choices.

Blake: ***No, don't want.***
Annette (mother): ***Nothing?***
Blake: ***Nothing.***
Annette: ***Apple juice?***
Blake: ***Apple juice!***

❑ **The biggest motivator is praise! Praise your child for his or her actions and efforts.** An example of praise follows.

Jeremy: ***'Y'... Jeremy!***
Ronna (mother): ***Your name is Jeremy. Very good!***

❑ **Before starting an activity remove distractions.** Remove things that may distract your child. For example...

- •. Turn off the TV.
- Remove toys that are not going to be used.
- Turn off noisy appliances like the vacuum cleaner.
- Put the dog outside.
- Don't have other children in the family walking in and out of the room.

❑ **Many pre-reading activities do not require books.** You can play language matching games where picture cards must be matched. Games like that help your child practice paying attention, signing and talking, and taking turns.

❑ **Use family activities or materials such as family photo albums to learn names and "turn taking".** The following example of a grandmother and her grandson looking at family pictures shows this happening.

Grandma: ***Aunt Linda***
Brian: ***Aunt Linda***
Grandma: ***Yes.***

RESOURCES

The following is a list of materials and organizations that can help you with your child's literacy. The materials can often be found in the local library or the school library. The address for ordering them is also provided if you want to subscribe to them or purchase them. The materials listed have many pictures and drawings so that your child can enjoy reading and learn at the same time. You will find good ideas in them also.

PARENT MATERIALS:

- ***It's Never Too Early: How You Can Increase Literacy With Your Deaf Child***". Series 1994.
  Infant, Toddler, Preschooler booklets

- ***TIPS (Toward Improved Parenting Skills):***
  Language Development

- ***PIPS (Parent Infant Program): Communication Ideas:***
  Encouraging Your Child's Attention
  Following Your Child's Lead
  Choosing Books for Your Baby
  Reading Tips
  More Reading Tips

You can order the above materials from:

Center On Deafness
300 East Swissvale Ave.
Pittsburgh, PA 15218-1469
(412) 244 - 4228 V/TDD

- ***It Takes Two to Talk*** , Ayala Manlson, 1992

The Hanen Centre,
252 Bloor Street West, Room 390,
Toronto, Ontario, M5S 1V5

CHILDREN'S MAGAZINES:

- ***Humpty Dumpty***
  Humpty Dumpty's Magazine
  P.O. Box 7134
  Red Oak, IA 51591

- ***Ladybug***
  Carus Publishing Co.
  315 Fifth Street
  Peru, IL 61354

- ***Ranger Rick***
  National Wildlife Federation
  1400 Sixteenth Street, N.W.
  Washington, D. C. 20036-2266

- ***Sesame Street Magazine***
  P.O. Box 55518
  Boulder, CO 80322-5518

- ***Sports Illustrated for Kids***
  P.O. Box 830609
  Birmingham, AL 35283-0609

- ***Your Big Backyard***
  National Wildlife Federation
  1400 Sixteenth Street, N.W.
  Washington, D. C. 20036-2266

- ***World***
  National Geographic World
  P.O. Box 2330
  Washington, D. C. 20013-2330

GENERAL BOOKS FOR CHILDREN (listed by author):

Berenstain, Stan
The Berenstain Bears series

Brown, Mark
- ***Arthur's Baby***
- ***Arthur Runs for President***
- ***Arthur Goes to Camp***
- ***Arthur's Teacher Troubles***
- ***Arthur's Eyes***

Carlson, Nancy
- ***Harriet's Halloween Candy***
- ***Harriet and Walt and the Roller Coaster***
- ***Harriet's Recital***
- ***Harriet and Walt in the Garden***
- ***George the Loudmouth***
- ***A Trip to Gramma's***

Cohen, Jim and Marian
- ***Will you Be My Friend?***
- ***First Grade***
- ***When Will I Read?***

Hillert, Margaret
Easy Reading series

Hoff, Syd
- ***Danny the Dinosaur***

- ***Albert the Albatross***

McCloskey, Robert
- ***Blueberries for Sal***
- ***Make way for Ducklings***
- ***One Morning in Maine***

Parrish, Peggy ***Amelia Bedelia*** series

Rylant, Cynthia ***Henry and Mudge*** series

Scarry, Richard
- ***Boats***
- ***Cars***
- ***Planes***

Sendak, Maurice
- ***Higglety Pigglety Pop!***
- ***Where the Wild Things Are***

BOOKS SPECIFICALLY FOR DEAF AND HARD OF HEARING CHILDREN:

Some of the books might be in your local library or local book-store. You can order the following books from:

Gallaudet College Press
800 Florida Ave., NE
Washinton, D.C. 20002-3695.

Bornstein, Harry and Sauliner, Karen L. — ***Nursery Rhymes from Mother Goose***

LaMore, Gregory S. — ***Now I Understand***

Levi, Dorothy Hoffman
- ***A Very Special Sister***
- ***A Very Special Friend***

Pace, Betty — ***Chris Gets Ear Tubes***

Starowitz, Anne Marie — ***The Day We Met Cindy***

BOOKS IN SIGNED ENGLISH:

The following books may be in your library or at a local book-store. You can order them from:

Harris Communications
6541 City West Parkway
Eden Prarie, MN 55344

- ***Little Red Riding Hood***
- ***All by Myself***
- ***The Ugly Duckling***
- ***Jack and the Beanstalk***
- ***A Book about Me***
- ***Little Poems for Little People***
- ***Mouse's Christmas Eve***
- ***The Holiday Book***
- ***Mealtime at the Zoo***

Stephen Golder and Lise Memling — ***Buffy's Orange Leash***

COLORING BOOKS AND POSTERS FOR DEAF AND HARD OF HEARING CHILDREN

Coloring Books

- *Sign Language Animals*
- *Sign Language Clowns*
- *Sign Language Feelings*
- *Sign Language Fun*
- *Sign Language House*
- *Sign Language Opposites*

Posters

- *Make a Face Poster*
- *American Manual Alphabet Poster*

AFRO-AMERICAN CHILDRENS' BOOKS:

These books are valuable for Afro-American children and non Afro-American children to enhance self image, increase cultural literacy, and understand American history more completely.

Buckley, Helen E. and Ormerod

- ***Grandmother & I***
- ***Grandfather & I***

Bunting, Eve — ***Flower Garden***

Caines, Jeanetter — ***Just Us Women***

Geraghty, Paul —***The Hunter***

Howard, Elizabeth Fitzgerald — ***The Train to Lulu's***

Hru, Dakar —***Joshua's Masai Mask***

Gerald McDermott — ***The Magic Tree***

Medearis, Angela Shelf — ***Our People***

Moore, Dessie and Chevelle

- ***Jump at the Sun Board Book Series***
- ***Getting Dressed***
- ***Good Night***
- ***Let's Pretend***

Nikoa-Lisa, W. — ***Bein' with You This Way***

Steptre, John — ***Baby Says***

Zelver, Patricia — ***The Wonderful Towers of Watts***

NATIVE AMERICAN CHILDRENS' BOOKS:

Books by and about Native Americans are important to foster an understanding of the rich traditions and stories of Native Americans. The following is a list of books which focus on or feature the continent's first people.

Chanin, Michael— ***Grandfather Four Winds and Rising Moon***

Goble, Paul

- ***Iktonic and the Buzzard***
- ***Iktonic and the Duck***

Oughton, Jerry —***The Magic Weaver of Rags***

San Souci, Robert D. — ***Sootface***

MUTLICULTURAL CHILDRENS' BOOKS:

Another part of literacy and cultural understanding includes books that focus on culturally different people and their similarities. Three excellent books that have colorful pictures, motivate and encourage conversation among children, and explore issues are:

Balcells, Jacqueline — ***The Enchanted Raisin***

Knight, Mary Burns — ***Who Belongs Here?***

Usborn Starting Point Science —***Why are People Different***

ORGANIZATIONS

American Society for Deaf Children
814 Thayer Avenue
Silver Spring, MD 20910
Phone: 1-800-942-2732 (V/TDD)

Parent Infant Program
Western Pennsylvania School for the Deaf
300 East Swissvale Avenue
Pittsburgh, PA 15218-1469
Phone: 412-244-4261 (V/TDD)

Center On Deafness
300 East Swissvale Avenue
Pittsburgh, PA 15218 - 1469
Phone: 412-244-4228 (V/TDD)

National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910-4500
Phone: 301/587-1789 (TDD)
Phone: 301/587-1789 (Voice)

National Information Center on Deafness
Gallaudet University
800 Florida Avenue
Washington, DC 20002-3695
Phone: 202/651-5052 (TDD)
Phone: 202/651-5051 (Voice)

Pittsburgh Hearing, Speech, and Deaf Services, Inc. (PHSDS)
1945 5th Avenue
Pittsburgh, PA 15219
Phone: 412-281-1375 (V/TDD)

Pennsylvania Society for the Advancement of the Deaf (PSAD)
Rural Route 4
Box 230
Montoursville, PA 17754
412/276-1544 (Voice/TDD)

Pennsylvania Association of the Deaf (PAD)
1854 Forbes Avenue
Pittsburgh, PA 15219
412/566-7778 (Voice/TDD)

Self Help for the Hard of Hearing (SHHH)
7800 Wisconsin Avenue
Bethesda, MD 20814
301/657-2249 (TDD)
301/657-2248 (Voice)

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CENTER ON DEAFNESS
AT THE WESTERN PENNSYLVANIA SCHOOL FOR THE DEAF

Increasing Literacy Skills with Your Deaf Child

Infant

"Communicating with your child is the foundation of reading."

It's never too early to communicate with your child, especially if he is deaf or hard-of-hearing. Very young infants may not be able to use words, but they can communicate. Babies communicate when they cry, babble, kick, wiggle, and smile.

Wait for your child to pay attention to you before you try to communicate with him. *"It can be very hard to wait. But, when you do wait, you can get good results. "*

An effective communicator is patient. Your baby's attention can not be forced but it can be won!

"Keep eye contact." Always respond when you get your child's eye contact.

Smile.

Talk.

Sign.

"Use facial expression to communicate." Use your face as an extra voice. Facially express love, concern, surprise, and excitement.

Try tasting foods. Make faces. Frown if a food tastes bitter. Smile if you like the food. Interesting facial expressions will help keep Baby's attention. Look in the mirror together and make faces.

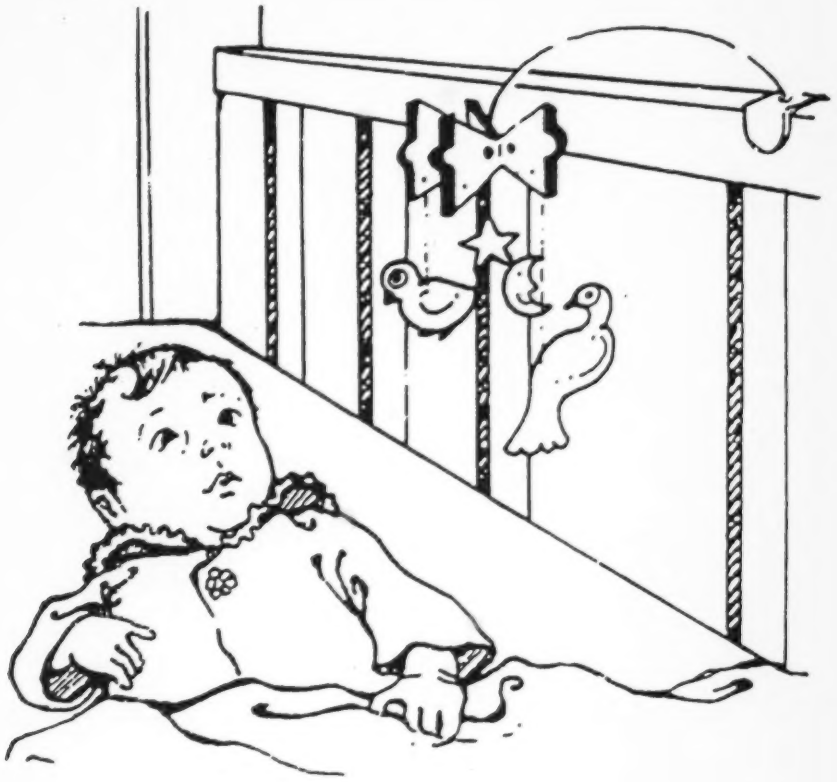
Take turns with your child. Let your child take the time he needs to babble.

When Baby makes sounds, wait your turn. Then, imitate his sounds.

Be observant. ***"Look for Baby's response and build on it.***

Follow your child's lead. You don't have to teach language. Just talk to your baby about his immediate interests.

Playing with toys provides opportunity to expand vocabulary. Give Baby words for different concepts like big and small. If your infant is looking at a crib toy sayand sign, "Look at the bird. The bird is yellow."



Sign and say things again and again and again. Repetition is very important.

Make a scrap book of your baby's favorite people and things.

Talk and sign about the pictures that interest your infant. Be expressive. Keep eye contact. Then, pause long enough for your child to take a turn responding. Wait your turn to talk and sign.

If Baby is on the floor, get on the floor with him. If Baby is in a his carraige, bend over and look into the carrcige.

Having fun together is a wonderful way to share effective communication. Play games with expressive body and facial expressions like:

- Pat-a-Cake,
- Peek-a-Boo, and
- So-o Big

Baby may not understand all your words, but he will understand your smiles, laughs, and playfulness.

Any place can be a place for effective communication. Talk and sign

in the bedroom,

in the car,

at the supermarket, at the doctor's office, and in the yard.

Most of all, have fun with books!

Your baby's first experiences with books, pictures, and printed words will influence his reading development later on. Have books in your home.

Some Things to Remember:

- Your deaf baby needs to see you more than a hearing baby. Deaf babies do not know you are there without seeing you.

- Your deaf baby responds well to movement and color. For example, your baby will watch the movements of your eyes. He will also look at the contrast of the whites and pupils of your eyes.

- Your deaf baby uses your face to understand what you say. For example, hearing babies learn the difference between a question and an order by listening to their parents' voices go up or down in pitch. Deaf infants watch their parents' faces for a questioning facial expression or a firm, ordering expression. (See the back of the infant booklet for facial expressions to practice.)

- Keep it simple. Show pictures of simple objects and pictures to your infant. Babies become confused when there is too much to look at. For example, your baby will be more interested in one toy than in a toy chest full of toys.

Keep a diary of your child's progress. Write down the many things you and your child do together.

1. Facial expressions I used and my child watched.

2. My child watched with interset when I....

3. My child watched my face and signed when I said these words:

4. Words I want to use with my child in the future are:

5. Pictures and things I want to show my child in the future are:

6. Facial expressions I want to show my child in the future are:

7. Facial expressions I have shown to my child include:

- ☐ angry
- ☐ caring
- ☐ concerned
- ☐ encouraging
- ☐ excited
- ☐ disbelieving
- ☐ doubtful
- ☐ frustrated
- ☐ grouchy
- ☐ jealous
- ☐ happy
- ☐ interested
- ☐ nervous
- ☐ pleased
- ☐ serious
- ☐ shocked
- ☐ shy
- ☐ silly
- ☐ sorry
- ☐ surprised
- ☐ tired

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CENTER O
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SCHOOL FOR THE DEAF

Increasing Literacy Skills with Your Deaf Child

Toddler

As your child initiates activities and responds to you, expand his/her language by adding new words and new ideas.

Add new words and new ideas to your sentences when you speak and sign. For example, your child says, "Kitty." You say and sign, "Yes, I see Kitty". Then, you could add, "Kitty is on the window. He is saying meow."

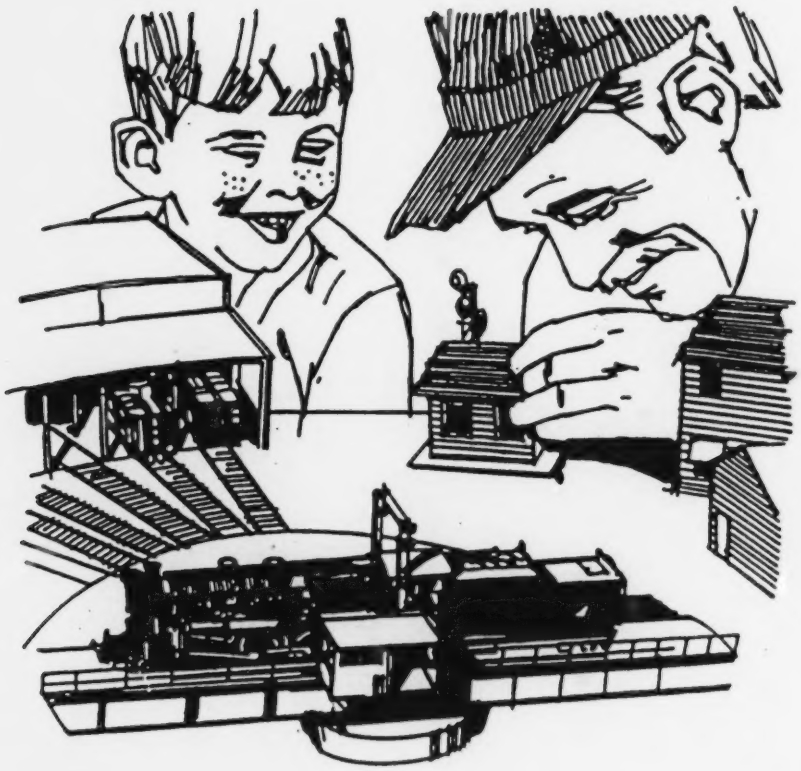
Talking with your child helps him gain control of language and prepares him for reading.

When you read to your toddler, involve him in conversations. Relate what is on the page to something in his life. Say and sign, "The boy has a blue shirt. You have a green shirt."

A good way to stimulate your child's thinking is to offer choices. Choices also encourage your toddler to communicate .

Point to some books. Say "Which one?" Let your child pick the story he likes the best.

Many pre-reading activities do not require books.



Any activity that requires taking turns, remembering, sharing, or sorting while communicating is a good pre-reading activity. If you are unpacking groceries, say and sign, "Put all the cans on the table."

Talk and sign to your toddler all the time!! — cleaning, gardening, sewing, and setting the table.

Any activity can be a time to share communication.

Many toys and activities encourage reading, writing, and speaking.

Let your child play with alphabet blocks and magnetic letters. Make your own letters, numbers, and words with crayons, pencils, and paper.

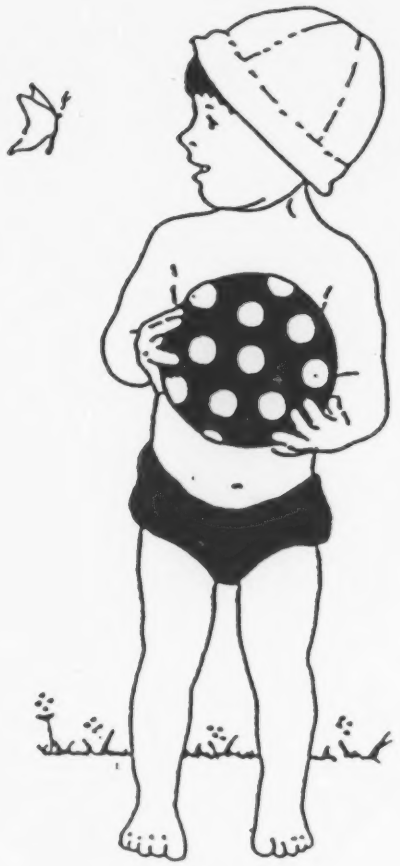
Point to an object and name what you see. Talk about it. For example, If you are sorting laundry, say, "This is a towel."

Show your child that towels go with wash cloths cups go with saucers, shoes go with socks, and toothpaste goes with a tooth brush.

Before you start any activity, get rid of distractions.

Choose a private place to work together. Wait for your child's attention before you begin. Make your activity time a "special" time to pay attention and have fun.

Paying attention is an important part of communicating and reading. It is easier for toddlers to pay attention when they focus on one thing — "Throw the ball."



Make toys more fun. Show your child different ways to play with a toy.

A small toy or stuffed animal can be used for many games. Play Where's the Car?, What Does the Car Do? What goes Beep, Beep? Use your imagination.

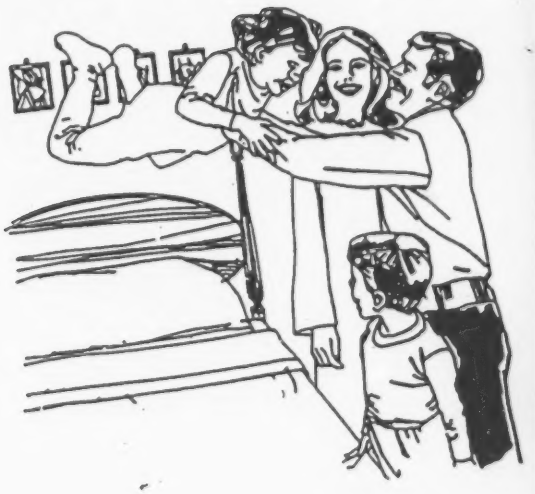
If you are playing with a toy or talking to your youngster, remember:

- *Follow your child's lead.*
- *Keep eye contact.*
- *Be animated, show expression.*
- *Wait for your child's attention.*
- *Speak and sign where your child can see.*
- *Take turns.*
- *Expand your child's language.*
- *Offer choices.*

Remember that praise is a key motivator.
Praise comes in many forms ...

touching,

smiling,



and reacting.
Use them all.

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CENTER C
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Increasing Literacy Skills with Your Deaf Child

Preschooler

Reading books to your child should be a natural, daily activity — not just at bedtime, but whenever you can take a break and your child is receptive.

Reading stories gives you a chance to share special time with your child.

Talk and sign with your child before and after reading. If you are going to read a story about a puppy, talk and sign about dogs. Say, "Puppy is brown. Puppy has black spots."

Make the stories you read come alive. Visit a friend's dog or walk your own.

Read the same story over and over again. Repetition is a valuable way to learn. Children like to hear their favorite stories again and again.

Some stories like *The Gingerbread Man* and *Goodnight Moon* repeat words over and over. These are good stories to read together.

Your preschooler will enjoy games and activities that use letters, numbers, and words.

Play with alphabet blocks, magnetic letters, letter cards, coloring books, magic slates, Magnadoodles, black boards, and paper.

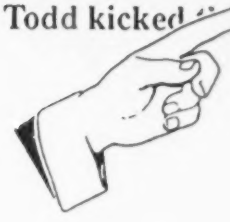
Cut out letters and numbers from colored paper, felt and sandpaper. At first, make all CAPITAL letters. They are easy to recognize. Then, make lower case letters too.

Write and fingerspell your child's name, your name, and your pet's name.

Help your child see the relationship between letters and words. Point to a word in a book. Let your child identify the letters — "C-A-T" . Then, say and sign the word.

B-A-L-L

The boy's name is Todd.
Todd kicked the ball.



Have your child identify letters from left to right, the direction in which we read.

Flash cards can be fun. Make your own flash cards. Cut out pictures from magazines, paste them on a card, and label them.

Make a scrapbook with photos of the people and places that are important to your child. Lable the pictures — "Daddy, Grandma, My Bed."

Reading can take place any time, anywhere, and in any position.

Read the cereal box in the morning. Read the mail together in the afternoon. And, of course, any time is a good time to read a story.

Read in the living room sitting on the couch. Read in the car or on the bus sitting next to each other.

Read sitting on the floor or cuddling in bed together.

With time and practice, flexibility and enthusiasm, reading can become an exciting part of your familiy's life.

Older brothers and sisters feel grown-up reading a story to their younger siblings.

Always use all the elements of good communication when you read.

- *Follow your child's lead.*
- *Keep eye contact.*
- *Be animated, show expression.*
- *Wait for your child's attention and response.*
- *Speak and sign where your child can see.*
- *Take turns.*
- *Expand your child's language.*
- *Offer choices.*

Children will always let you know when they've had enough.

Never force your child's continued attention. There will always be another time to read together again. Make reading a positive experience for your child.

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